DOCUMENT RESUME

ED 217 990 PS 012 903

AUTHOR Northrop, James
TITLE Elementary Affective Education in Human Relations. P. K. Yonge Laboratory School Research Monograph #10.
INSTITUTION Florida Univ., Gainesville. P. K. Yonge Lab. School.f
PUB DATE Jul 74
NOTE 79p.; For related document, see ED 103 537.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Cultural Awareness; Elementary Education; *Elementary School Students; *Humanistic Education; *Human Relations; Measures (Individuals); Pretests Posttests; *Program Effectiveness; *Program Evaluation; Tables (Data)

ABSTRACT

The purpose of this study was to test the impact of an affective education program designed to improve the ability of elementary school students to interact with socially and culturally different peers. The curriculum consists of an annotated collection of approximately 40 techniques and activities, together with related audiovisual materials. Techniques, including counselor activities, are presented in three units, entitled "Ways People Are Alike and Different," "Ways People Help Each Other," and "Legends and Myths." Learning activities include "Who I Am," an art activity; "Getting Angry," a film; "Discrimination Puppet Plays"; and "Cooperation Squares." A total of 560 elementary school students in grades 3 through 5 drawn from seven Florida schools participated in the field testing of the curriculum materials. Field testing involved treatment and control groups, and a pretest/posttest design. Classroom teachers, with the support of a resource staff person, chose and implemented curriculum activities as they thought appropriate. In most cases, counselor activities were carried out by the classroom teacher. Measures used to assess program effectiveness were the Florida Key Inferred Learner Self Concept Test, the Ohio Social Acceptance Scale, and the Coopersmith Self Esteem Inventory (Revised). Measures employed are appended and results are discussed. (RH)

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Elementary Affective Education

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P.K. Yonge Laboratory School

Research Monograph #10

ELEMENTARY AFFECTIVE EDUCATION IN HUMAN RELATIONS

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Project Director

July, 1974

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This public document was promulgated at an annual cost of $2298.40 or a per copy cost of $ .762 to disseminate research findings to public school personnel.

ACKNOWLEDGMENTS

The assistance of the following people in the development, implementation, evaluation, and reporting of this study is gratefully acknowledged:

Jerry Hill and Rosemary Daurer for the development of the classroom and resource area activities included in the curriculum tested.

Joy Bailey for the compilation of the teachers' resources.

Judy Tower and Joy Bailey for the preparation of the counselor activities which may also be used by classroom teachers.

The classroom teachers and counselors in Alachua, Broward, and Sumter Counties for implementing the curriculum and administering the data-gathering instruments used in the study.

Linda Corbett, research assistant, and Thaxton Springfield, Jr., Mike Seay, and Juan Mateo, graduate assistants, for assisting with data-processing, programming, and analysis.

Dr. Vynce Hines for serving as consultant in the design of the study and in analysis of the data.

Sherry Crapps for taking the initial steps in writing the report.

Ruth Duncan and Betsy West for editing and completing the report.

Esther Hudson for typing the final manuscript.

PREFACE

Increasingly, educators are acknowledging concern for and responsibility in establishing and maintaining a sense of community among students. Initially, the rationale focused on the school's responsibility as an agent of a democratic state to support democracy as a form of government. Fulfilling this responsibility was no easy task, even with the relatively homogeneous population expected to participate in self-government. The demand of minority groups for recognition, supported by legislation to insure that recognition, highlighted the need for an approach through education which assists people in relating with others who have markedly different characteristics.

In the early grades students must be provided the working knowledge, attitudes, and skills which have proved necessary in man's quest for higher levels of human relationships. Not only are such facilitative relationships essential to the successful functioning of democracy, much evidence supports recognition of the effects of the quality of human relationships within the school upon a student's achievement of academic goals.

In light of these needs, the study reported in this monograph was directed toward promoting positive human relations among 8-, 9-, and 10-year-olds. The activities, presented in a teacher's guide and available on request, are primarily developmental; however, for the student pictured on the cover the program was therapeutic.

Don's nonverbal behavior at the beginning of the program said quite clearly, "I'm out." Initially, he clung to the edge of activity areas, crawling under chairs and tables or sitting in corners. His first movement toward the group was reflected in grabbing another student's baseball cap which he wore while watching from a distance through the TV monitor. He came to participate in small group activities, reluctantly at first, and eventually initiated communication with others, predominately one-to-one. At the conclusion of the four-week summer session (1972-73), his smile and willingness to share himself, though still timidly, revealed his "I'm in" feeling.

That Don has continued to grow in positive perceptions of himself is indicated in his responses to a questionnaire administered in May, 1974. His responses indicate that he thinks he is doing O.K. in school and so do his friends, his parents, and his teachers.

Changes were not so dramatic for all students who participated because none had so far to go as Don. However, data revealed that, although changes for the group were not altogether significant during the brief period of time allowed for implementation, changes were, nevertheless, in a positive direction.

Additional copies of this monograph are available, without charge, to Florida public schools.

J. B. Hodges
Director, P. K. Yonge Laboratory
School and Professor of Education

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E L E M E N T A R Y A F F E C T I V E E D U C A T I O N

I N H U M A N R E L A T I O N S

Basic to rewarding interpersonal relationships is an individual's perception of his own inner strengths, capabilities, and feelings. Believing himself to be capable, trusting and valuing himself, he is more accepting of others as well as of new experiences and new challenges. The consequent increase in positive perceptions provides additional power to cope, to perform, to achieve, and to create. Coping, performing, achieving, creative individuals are essential to establishing and maintaining "a new perspective for world living . . . a deep concern for the thinking and actions of all other men, no matter where they may have lived, are living now, or may live in the future." (Klein et al., 1972, p. 3.)

THE STUDY

The purpose of this study was to test the effectiveness of a program in affective education in human relations with 8-, 9-, and 10-year-old pupils. Specifically, the program was designed to provide pupils with planned opportunities to grow in understanding, attitudes, and skills needed to relate successfully with persons from differing ethnic, cultural, and social backgrounds.

The development project was staffed by a classroom teacher; a resource teacher in physical education, art, and music; and counselors. Field testing was implemented, resulting in usable data from nineteen classroom teachers in seven public schools with a total of approximately 500 pupils in treated and control classes. Workshops for participating teachers included activities in values clarification and application of curriculum in the affective domain. At the same time, workshops provided opportunities for teachers to make suggestions, to develop and to contribute related activities, and to report their own reactions as well as those of pupils in their classes.

Objectives of the program were accomplished through learning about and interacting with 1) ways people are alike and different, 2) ways people help each other, and 3) ways people explain their world. With major emphasis on the process of valuing and values clarification, instruction moved continuously from the cognitive into the affective and psychomotor domains. Values providing a unifying strand were acceptance of others, adaptation, uniqueness and commonalities, communication, conflict, consideration, cooperation, ecology, etiquette, family, feelings, honesty, listening, problem-solving, responsibility, self-awareness, and valuing per se.

DID IT WORK?

The study sought answers to the following questions:

1. Is there any difference in the way students are accepted by other students following participation in the curriculum activities included in the program? Are students more accepting of other students following participation in the program?

   Those who participated developed significantly more positive acceptance of others. Greater tolerance from and social acceptance by others was strongly indicated but did not reach statistical significance. Boys showed greater improvement than girls and nonwhites were more positively accepted, probably because of increased acceptance by whites.

2. Is there any improvement in the self-esteem of pupils who participated?

   There were essentially no differences in self-esteem in either control or treated groups as measured by the instrument used.

3. Are teachers' perceptions of students as learners more positive following implementation of the program?

   Both treated and control groups changed in a positive direction so no valid comparison may be made which could attribute change to the curriculum activities in the program.

4. Is there evidence that those teachers who implemented this program utilized a wider range of teaching styles?

   A teacher survey following the field test indicated that teachers broadened their teaching styles, increased utilization of activities in the affective domain, and involved students more actively in learning experiences. Furthermore, data indicate that teachers transferred these techniques to other curriculum areas.

5. Is there evidence that students are using an increased variety of learning styles following participation in the program activities?

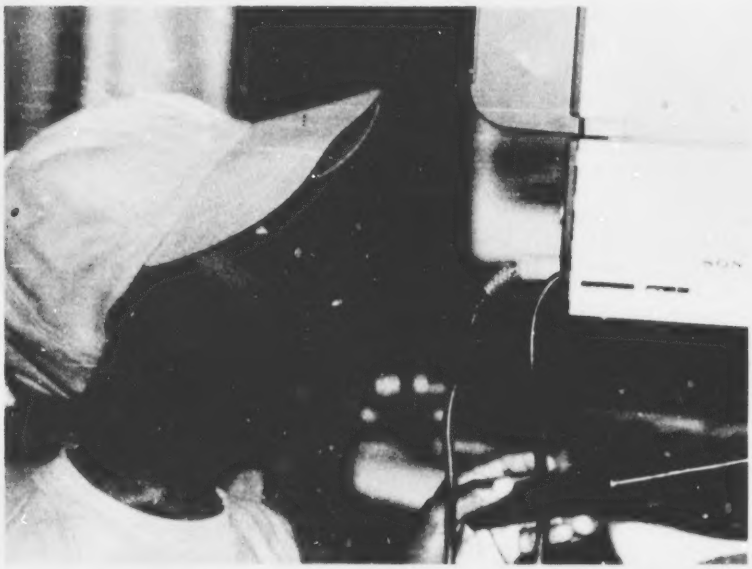
   Slightly over one-half of the teachers responding reported witnessing a greater variety of learning style application on the part of students. The other teachers reported for their students a maintenance of learning styles already used.

6. Is there evidence of increased student interest and feelings of success as students participated in the activities in the program?

   Four out of five teachers responding indicated that their students showed more interest in the activities than in other curriculum areas, and about one-half believed the students experienced greater feelings of success.

7. Is there evidence of increased positive behavior by students who are exposed to a greater variety of teaching methods and enjoy increased activity?

About one-half of the teachers reported that negative behavior including negative confusion or inactivity decreased, with most others reporting that these remained about the same as in other curriculum activities.



With a borrowed baseball cap Don moves out of isolation to view the group through the TV monitor.

Sensitive to the move, the teacher involves Don in making a montage on love.

CAN

I

REALLY

BELIEVE

THAT?

"Circle Keep-Out" helps to talk about feeling *left out*.

Don is still reluctant to be part of the group although he is in the "circle".

Don voluntarily moves to the margin of the group.

Can I trust letting myself be interested?

WHY THIS APPROACH?

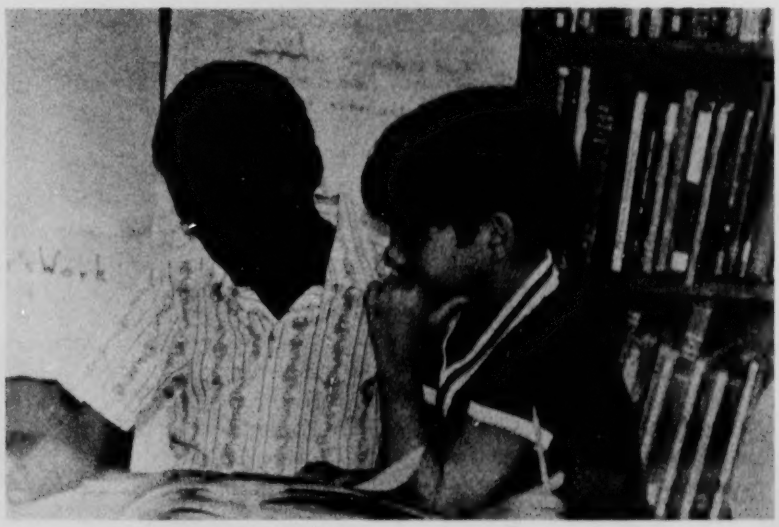
As long ago as 1916, John Dewey exorted teachers to attend the whole child; that is, to address themselves to the affective as well as to the cognitive dimensions of their students' educational experiences. He believed the school should function to prepare the student for life. This preparation was sadly lacking, then, if little or no formal attention had been given to the development of the child's personality and character.

The Sputnik provoked disenchantment with Deweyism, stimulated a swing away from emphasis on educating the whole child, and directed major attention to his cognitive growth. Mastery of the academic disciplines, particularly mathematics and science, was considered the primary aim of public education. An imbalance then occurred as less attention was afforded dimensions in the affective domain. Those teachers who did continue to incorporate experiences for their students designed to develop self-understanding and self-awareness did so more as a result of their own personalities, attitudes, and beliefs than as an adjunct to structured curriculum guidelines.

Since the mid-sixties, however, the informed mind wed to an awakened conscience succeeded in renewing widespread interest in the emotional or feeling side of the child, particularly as he coped with societal traumas brought on by forced desegregation. Reflections of the vanguards in this revival are perceived in The Taxonomy of Educational Objectives: Affective Domain (Krathwohl et al., 1964). The myriad of valid and viable classroom objectives set forth in the document focuses upon individual feelings and interpersonal behavior. Concurrently, numerous studies in psychology and in education attest to the crucial significance of the child's "self-concept" in the learning process. "The evidence indicates that few factors are more important to the child's academic success than his evaluation and acceptance of himself. Research tells us that children who come to school with negative self-concepts have difficulty in learning." (Dinkmeyer, 1971, p. 65) The child who views himself as a failure becomes a failure -- and often a behavior problem as well -- whereas, the child who sustains high self-esteem usually experiences academic success (Fink, 1962; Combs and Soper, 1963; Holt, 1964; Sears and Sherman, 1964; Wattenberg and Clifford, 1964; Lewis, Lovel, and Jessee, 1965; Coopersmith, 1967; and Purkey, 1970). Thus, according to Dr. Dinkmeyer,

> . . . if education is to accomplish its goals (that is, the education of the whole child), attention must be paid to the affective (feeling or emotional) as well as to the cognitive (intellectual) domain. The social and emotional development of the child should not be considered incidental to his education. Developmental guidance is concerned with personalizing and humanizing the educational process for all students. It is an integral part of the teacher's role. (Dinkmeyer, 1970, p. 9.)

ALONG WITH "BUDDIES", I'LL TRY "ME" OUT.



The ultimate in self-actualization may never be accomplished; nevertheless, all are continuously in the process of perceiving, behaving, and becoming. The process calls for a new order of priorities in the educational program and different perceptions of the relationships within the educational hierarchy. The framework for the process in this plan stresses examination of self and application of skills in both inter- and intrapersonal relationships. In the Journal of the National Association of Elementary School Principals, Thomas notes that:

> Interpersonal relations are what schools are all about -- not just the relations between teacher and student but those between teacher and teacher, student and student, teacher and principal, teacher and parent. (Thomas, 1971, p. 64.)

The impact of integration highlights the need for emphasis on increasing awareness of self, sensitivity to others, and improved communications skills. Black and white students and staff members abruptly thrust together needed appropriate avenues through which to try out, to evaluate, and to choose new modes of interaction. Many models have been designed and implemented to provide for positive experiences between the races and to increase racial tolerance. Some emphasize the need to concentrate on teacher attitudes (Jewirtz, 1966; Barber, 1967; Hood and Johnson, 1969); others recommend teacher participation in sensitivity groups (Rubin, 1967; Chick, 1968); and still others advise "comprehensive programs of intercultural education" through cognitive curriculum units for pupils (Rinehart, 1963; Preuss, 1969).

While each of these approaches has met with varying success, none has sought to begin with the student's own self-image. Realizing that " . . . how we feel about others is closely allied with how we feel about ourselves . . ." (Northrop et al., 1972, p. 3), in 1969 the P. K. Yonge Laboratory School initiated a two-year, secondary level pilot project to facilitate racial integration. The curriculum focused primarily on improving self-concept. The content of the program, then, emphasized the affective domain. Its results revealed a positive relationship between the use of a curriculum stressing improved awareness of self and others and actual improvement in self-concept and acceptance of others.

Thus, given a faith in both the necessity for and the efficacy of affective education, as well as the promising results of the research project cited above, P. K. Yonge researchers were encouraged to devise for intermediate level elementary and for middle school pupils a curriculum utilizing affective education in human relations. Many educators currently agree there is a need for such curricula, but few have developed materials the classroom teacher may incorporate into the existing, predominately cognitive program.

LOOK
AT
ME.
I'M
IN!

Each of the several pioneer programs is a notable effort in its particular approach. Randolph and Howe's Self Enhancing Education is essentially an attempt to motivate learners through the teacher's use of twelve "self-enhancing processes." These processes are strategies by which the teacher communicates to his or her students that they are valued and that the classroom environment is one wherein each child will be responsible for his own learning. Thus, the emphasis is on open, honest communication, the goal of which is improved student behavior. It presumes the teacher has individualized instruction for each pupil in the class. While it provides some tips on how to individualize, much is left to the teacher's own resources. Hence, it is an approach to more efficient and productive classroom management, rather than curriculum activities for pupils.

Dinkmeyer's DUSO kit (Developing Understanding of Self and Others) provides the elementary classroom teacher or counselor with sufficient materials -- i.e., puppets, stories, cassettes, posters, and related materials, all arranged in sequential units -- to allow its use on a daily basis. Through the medium of a likable dolphin, "DUSO," children

are encouraged to be cooperative, honest, sincere, helpful, tolerant of differences, and so on. Thus, while it presents a clever and entertaining curriculum in affective education, it is essentially a means of teaching or of inculcating values. The stories lead inexorably to one possible conclusion; that is, to "the right thing to do." The children supply this "correct answer," but play little part in the process of arriving at it or of considering its alternatives. Finally, because of the nature of the materials, the DUSO approach requires that the teacher set aside a special DUSO period each day; hence, it cannot readily be integrated with cognitive curricula.

Bessell and Palomares have designed a curriculum entitled "Magic Circle." Arranged sequentially by developmental steps, the "Magic Circle" materials consist of topics for small or total group meetings between the teacher and the class. The teacher introduces the topic, then encourages the members of the group to discuss and to share with each other feelings, experiences, and aspirations generated. Eventually, the teacher can move out of the leadership role, allowing a student to facilitate discussion. Since there are no audio-visual materials to accompany the manuals, the emphasis is upon the children's personal reflections and their interactions with the teacher and each other in their "Magic Circle." Primarily a verbal activity, "Magic Circle" may limit the participation of predominately nonverbal pupils.

Unlike DUSO, then, "Magic Circle" invites students to examine their own feelings freely. This invitation, however, may frighten those teachers who feel uneasy when confronted with students' strong expressions of feelings, attitudes, and values. In their theory manual, the authors have addressed themselves to this concern:

> Some teachers will wonder uneasily if "emotions" aren't something for the professional to deal with, as though emotions were something arcane and vaguely pathological. Such teachers firmly believe that if children have problems with their emotions, only a psychiatrist or psychologist should attempt to cope with them. This is ridiculous . . . Emotions are no more exotic or pathological than arms and legs. As parents themselves, most teachers are perfectly capable of taking ordinary human precautions with their children's arms and legs . . . the Human Development Program is definitely not for severely disturbed children.
>
> What the Human Development Program does, on a few occasions, is to bring a teacher into contact with [his or] her own feelings of inadequacy. When some teachers are asked to extend their classroom competence beyond the multiplication table or sentence structure . . . they lack self-confidence. (Bessell and Palomares, 1970, p. 32.)

Further, as the authors confirm, a teacher needs some preparation in order to become a competent disseminator of the curriculum.

Finally, "Magic Circle" may be compared to DUSO in that it, too, separates the affective from the cognitive domain within the classroom. Similarly, it requires a setting aside of specific "Magic Circle" time in an already heavily loaded elementary school day.

Cognizant of the strengths as well as of the limitations of these programs, the P. K. Yonge research staff conceived four primary objectives. They hoped to construct a curriculum which would 1) provide for the possible integration of the affective with the cognitive domain; 2) include activities allowing for nonverbal as well as verbal participation, for the purposes of involving less verbal children; 3) equip the regular classroom teacher -- with the aid of a specialist and normally available resources -- with enough activities to implement the program confidently and effectively; and 4) broaden the repertoire of teaching styles available to the teacher and, consequently, of learning styles available to students. Regarding this last point, it was agreed that most teachers select teaching styles with which they feel most comfortable. As a result, they tend to neglect to develop alternative styles. Students, too, experience success with one or more learning styles and come to rely upon these few modes, similarly reducing utilization of available options. When students and teachers with compatible styles are paired, both experience success. If teacher styles are broadened to include additional methods, appealing to greater numbers of students, both teachers and students will perceive themselves as being better teachers and better learners. Therefore, the activities in the curriculum were designed to offer teachers a variety of methods for presenting cognitive and affective materials.

Realizing that Louis Raths' (Raths et al., 1966, p. 5) "eight manifestations of difficulty in valuing" -- that is, apathy, flightiness, over-conformity, nagging dissent, extreme hesitancy, playing of roles, extreme inconsistency, and persistent and continuing under-achievement -- similarly characterized children who experience difficulties in learning, the staff so designed the curriculum as to encourage pupils to experience the "valuing process." Hence, they included an additional major objective, defined and described by Simon, Howe, and Kirschenbaum, but as yet unincorporated into ongoing curricula efforts. They wished to provide a program in which values clarification, as opposed to values indoctrination, was paramount. A pupil is said to grasp the "valuing process" when he can attend to those factors in his environment which are important to him, to how he arrives at his decisions, to which decisions he acts upon, and to the actual consequences of his decisions and actions.

The completed affective education in human relations curriculum consists of an annotated collection of 42 techniques and activities, together with related audio-visual materials, devised to provide students in grades 3-5 with "planned opportunities to grow in understanding and to develop attitudes and skills needed to relate with persons from differing ethnic, cultural, and social backgrounds. Specific objectives include reduction of intergroup prejudice by modifying attitudes toward self and others in a positive direction, increasing self-awareness and increasing the pupil's sense of well-being" (Northrop et al., 1974, p. ii). The ultimate aim of the

approach is to help students become more aware of their own feelings, more cognizant of the feelings of others, and more fully capable of making responsible personal decisions in relation to their own feelings as well as those of others.

HOW WAS IT DONE?

The Pupils

The curriculum while not necessarily restricted, was designed for students in the eight to ten year range. The program was developed utilizing a group of twenty students during the summer of 1972. Of the twenty, fifteen were students enrolled in the Laboratory School during the regular session while five were from the public schools, enrolled in the Laboratory School just for the summer session.

The field test of the curriculum was conducted in three counties -- Alachua, Broward, and Sumter. Fourteen classes containing an approximate total of 500 students served to provide both experimental and control groups for the study.

The Staff

A project director, classroom teacher, a resource teacher of arts, crafts, and physical education, and two master's level counselor education students served as staff for the development project. The project director coordinated the program, led staff critiques and discussions regarding program development and research instrumentation, and supervised the practicum counselors in their development of counselor activities. A P. K. Yonge Laboratory School student assisted in clerical tasks and as a teacher aide.

The field test was carried out in regular classrooms utilizing whatever staff was normally available in each respective school but under the leadership of the classroom teacher. In most cases, counselor activities were carried out by the teacher who, in some cases, utilized the school counselor as a consultant.

The Place

The development project was carried out in the school learning resources center because it was large enough to accommodate the T.V. equipment. In addition, audio-visual equipment for media presentations was more easily accessible in the room. The group moved to another large room or the auditorium stage for talent play presentations, the gym for some play activities, and the school cafeteria for refreshments.

For the field test, the program was carried out in varying classroom situations, from self-contained classrooms of older school buildings to air-conditioned learning centers utilizing team-teaching.

Equipment and Materials

A lack of filmloop projectors and availability of audio-visual materials was an inhibiting factor for some field sites but need not be so. Many alternatives are available and are indicated in Part II of the Teacher's Guide. It is suggested that teachers consult local sources for media materials to utilize in the program. Old magazines, cast off clothing, and similar materials may be brought by students from home.

The Program

The developmental stage of the curriculum project consisted of an attempt to provide activities which a classroom teacher could incorporate into an ongoing elementary program. It was anticipated that great benefit could be derived from the utilization of many resource persons available to most classroom teachers. This was thought to be particularly true in incorporating human relations into awareness and providing opportunities for growth throughout the school program and in providing for an increased exposure to a variety of teaching styles. A resource staff person working with the classroom teacher provided arts, crafts, physical education, and music as avenues for learning. Multi-media presentations enhanced learning, particularly for the less verbal student. Activities carried out by counselors approximated those available in most elementary schools today. Free play time drama and refreshments rounded out the program providing for the more informal atmosphere in which human relations could be experienced, experimented with, and new relationships developed on a more normal, non-structured basis.

The Schedule

During the five weeks of the development project, a typical schedule included large group, small group, and individual work affording students with exposure to a variety of learning styles. Refreshments, physical play time, and counseling groups completed the schedule.

The field test classes were provided with opportunity to participate in the activities on a teacher's choice basis. Each teacher was given the opportunity to select from the activities in the field test program and apply these as it was felt appropriate and when the teacher chose to carry out the activity. Counselors, physical education, art, and music teachers were invited to participate by utilizing activities which they chose as appropriate. No attempt was made to cause teachers to sequence activities, although the activities are somewhat sequenced in the program handbook, nor were teachers asked to include the activities in any particular academic area such as social studies.

WHAT DO THE DATA SHOW?

EXPERIMENTAL DESIGN AND STATISTICAL PROCEDURES

Some 406 elementary pupils in grades 3-5 drawn from seven schools in three Florida counties received the treatment. An additional 157 students, selected from among the same population as the experimental group, received no similar instruction and thus served as the control group. Approximately half were pretested in the fall of 1972; the remainder, however, because of internal school difficulties, were not pretested until winter of 1972. Regardless of the time-lag in commencing testing, no school initiated the curriculum until all in the school had completed pretesting. All were posttested in late spring, 1973.

	Fall or Winter, 1972		Late Spring, 1973
Experimental	X_1	O	X_2
Control	X_1		X_2

In the scheme presented above, X_1 stands for pretest, X_2 for post-test, and O for treatment. Data derived from these test administrations were analyzed to determine differences between X_1 and X_2 for the experimental or treatment group as well as to compare X_2 with X_2 for experimental and control groups. Pupils were identified by teacher, grade, school, sex, race, and treatment or control. Many comparisons among these variables were thus possible. For the purposes of the present study, 672 of these possibilities were reported, including such comparisons as the following: treatment pre to treatment post, treatment post to control post, control pre to control post, treatment pre male to treatment post male, treatment post female to control post female, treatment post nonwhite to treatment post white, treatment post white female to control post nonwhite female, etc.

In order to compare means, it is necessary to choose one of several different methods. The best known is the simple comparison between means achieved by the "t-test." However, this method cannot be used in contrasts of more than two means without increasing the possibility of a Type I error. To alleviate this dilemma, it is better to apply one of the "multiple comparison procedures" such as that of Tukey or Scheffé. In contrasting two means with equal N's, Tukey's procedure is preferred because it is simpler and will usually give a shorter confidence interval than other procedures. The Scheffé method is generally regarded by mathematical statisticians as superior because it can be used with unequal N's and with any linear contrast.

The present study, involving as it does very unequal N's, requires the use of the Scheffé procedure. Given the nature of this investigation, it is more likely than any other method to provide fairly high reliability. For a readable account and a comparative discussion of the multiple comparison procedures, consult Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), 388-397, and Roger E. Kirk, Experimental Design: Procedures for the Behavioral Sciences (Belmont, Calif.: Wadsworth Publishing Company, 1968), 90-91.

INSTRUMENTATION AND RESULTS

Three instruments were used: 1) the Florida Key Inferred Learner Self-Concept Test, 2) the Ohio Social Acceptance Scale, and 3) the Coopersmith Self-Esteem Inventory (Revised). Five hundred sixty students took each instrument twice.

The Florida Key Inferred Learner Self-Concept Test

The Florida Key consists of eighteen items or statements descriptive of student behavior in the classroom. Teachers are to rate each of their pupils on each item, by means of a scale ranging from "0", indicating "never", to "5", meaning "very often". The higher a student's total score, the more positive his inferred self-concept. The instrument, then, is predicated upon the understanding that the more positive a pupil's classroom behavior, the better his teacher will rate him; and, further, that positive classroom behavior reflects (infers) a healthy self-concept, while negative behavior reflects a poor one (see Appendix I).

Further, the staff felt that use of this instrument would reflect more clearly than any other instrument the extent to which teachers achieved success by using the alternate teaching styles proposed in the curriculum. In other words, if teachers altered their teaching techniques, thus matching the learning styles of children they had been unable to reach before, these children would become successful, see themselves as better learners -- as better persons -- and alter their behavior positively. Teachers would respond by scoring those children higher on the Florida Key.

Applying, again, the Scheffé Multiple Comparisons Procedure to an analysis of the data gathered by this instrument, the Florida Key would seem to be sensitive for the purposes of this study (see Tables 1, 2, 3, and 4). Summary Table 1 registers a significant difference between the treatment group's pre-and posttest scores; that is, it indicates a change took place in the treatment group between the time they took the pretest and the posttest. More specifically, this change was one of improved or of more positive inferred self-concept. It does not demonstrate any significant differences between the treatment and the control groups' pretest scores. Thus, it can be assumed that the two groups were approximately equal before treatment.

The remainder of the Florida Key findings, however, is rather baffling: the control pre and post difference is significant at the .01 level. Obviously then, teachers of pupils in the control group felt their students improved in self-concept too, but, not as a result of the treatment. Instead, these children progressed because of their regular learning experiences with their own classroom teachers. Hence, even though the treatment pre and post tests demonstrate a difference, an interpretation that this difference is really significant is not justified; that is, because the control group has lost the characteristic of a control group -- no change other than that due to maturation -- there is no valid basis for comparison between treatment and control.

This situation, then, presents a problem for the study. While the Florida Key is a sensitive instrument, it apparently introduces a teacher bias which tends to thwart objectivity. Teachers are judged by the quality of their product. Even their own opinions of themselves as competent professionals are very much a function of how well their students achieve. Thus, the meteoric improvement of the control group may be due to one or both of two related factors: 1) The control teachers may have all been exceedingly capable. Their classes demonstrated improvement by dint of the teachers' own expertise. 2) These teachers fell victim to a self-fulfilling prophesy. Control group teachers realized they were involved in the study. To fail to attain any improvement in their classes meant to fail as teachers. Thus they saw change perhaps because they were looking for it. 3) Finally, it is also possible that the control group as well as the treatment group improved as a result of a regression factor (Campbell and Stanley, p. 9).

But, regardless of the reason for it, there exists a bias in the Florida Key data. In effect, this bias tends to eliminate the control group as a control.

The Ohio Social Acceptance Scale

The best results for the purposes of this study were obtained by the Ohio Social Acceptance Scale (see Appendix II). This instrument requires each student in a class to rate every other child in that class. The ratings are ranked from one to five, "1" indicating "My very, very best friend", and "5", "dislike them". Thus, the lower the score the better.

TABLE 1.--Florida Key: Using Scheffé Multiple Comparisons Procedure* (Summary).

		Treatment Pre	Treatment Post	Control Pre	Control Post
	N	404	406	156	122
	Mean	63.7772	68.1231	66.5513	72.7623
T. Pre			4.3419	1.9180	5.6867
T. Post				1.0867	2.9362
C. Pre					3.3455
C. Post					

Mean Square Within = 237.7148

Significant Levels: .25 = 2.03
.10 = 2.41
.05 = 2.79
.01 = 3.41

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 2.--Florida Key: Using Scheffé Multiple Comparisons Procedure* (By Sex).

		X Pre Male	X Pre Female	X Post Male	X Post Female	Y Pre Male	Y Pre Female	Y Post Male	Y Post Female
	N	210	194	212	194	75	81	54	68
	Mean	61.8476	65.8660	65.8726	70.5825	62.7200	70.0988	71.4815	73.7794
X Pre Male			2.6611	2.7195	5.7847	.4178	4.1672	4.1525	5.6282
X Pre Female				.00437	3.0626	1.5198	2.1058	2.3997	5.5756
X Post Male					3.1191	1.5454	2.1279	2.4197	3.7296
X Post Female						3.7983	.2406	.3841	1.4938
Y Pre Male							3.0290	3.2330	4.3370
Y Pre Female								.5178	1.4722
Y Post Male									.8395
Y Post Female									

Mean Square Within = 231.19

Significant Levels: .24 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 3.--Florida Key: Using Scheffé Multiple Comparisons Procedure* (By Race).

		X Pre Wt.	X Pre NW	X Post Wt.	X Post NW	Y Pre Wt.	Y Pre NW	Y Post Wt.	Y Post NW
	N	313	91	314	92	131	21	104	18
	Mean	66.4409	54.6154	70.4331	60.2391	70.0382	57.1818	74.8750	60.5555
X Pre Wt.			6.8735	3.4603	3.6201	2.3931	2.8415	5.1585	1.6808
X Pre NW				9.1972	2.6330	7.8233	.7338	9.7701	1.5939
X Post Wt.					5.9525	.2628	4.0696	2.7173	2.8211
X Post NW						5.1877	.8750	7.0787	.0849
Y Pre Wt.							3.7860	2.5493	2.6113
Y Pre NW								5.1194	2.0436
Y Post Wt.									3.8829
Y Post NW									

Mean Square Within = 208.6946

Significant Levels: .25 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 4.--Florida Key: Using Scheffé Multiple Comparisons Procedure* (By Sex and Race).

		Treatment								Control							
		Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.	Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.
	N	161	152	49	42	162	152	50	42	63	68	11	11	45	59	9	9
	Mean	64.1801	68.8355	54.1837	55.1190	67.3951	73.6711	60.9400	59.4048	66.9841	72.8676	43.0000	59.4545	74.7111	75.0000	55.3333	65.7778
T.	Pre Wt. M.		2.9570	4.4011	3.7566	2.0753	6.0286	1.4376	1.9797	1.3556	4.3149	4.8819	1.0892	4.4862	5.1071	1.8553	.3350
T.	Pre Wt. F.			6.4068	5.6522	.9163	3.0283	3.4788	3.8861	.8875	1.9853	5.9438	2.1582	2.4870	2.8869	2.8272	.6402
T.	Pre NW M.				.3195	5.8209	8.5213	2.4143	1.7835	4.8273	7.1623	2.4078	1.1348	7.1416	7.7364	.2277	2.2964
T.	Pre NW F.					5.0928	7.6449	1.9977	1.4108	4.2785	6.4964	2.5702	.9194	6.5596	7.0738	.0419	2.0844
T.	Post Wt. M.						3.9925	2.8662	3.3148	.1988	2.7206	5.6241	1.8306	3.1187	3.5926	.0449	2.2357
T.	Post Wt. F.							5.6095	5.8788	3.2058	.3956	7.0563	3.2707	.4402	.6223	3.8397	1.6527
T.	Post NW M.								.5268	2.2923	4.5991	3.8695	.3204	4.8141	5.2542	1.1122	.9597
T.	Post NW F.									2.7331	4.9277	3.4792	.0105	5.1247	5.5489	.7962	1.2463
C.	Pre Wt. M.										2.4167	5.2722	1.6551	2.8438	3.1783	2.3485	.2431
C.	Pre Wt. F.											6.6018	2.9648	.6891	.8609	3.5509	1.4357
C.	Pre NW M.												2.7719	6.7724	6.9991	1.9710	3.6403
C.	Pre NW F.													3.2582	3.4001	.6586	1.0105
C.	Post Wt. M.														.1048	3.8120	1.7573
C.	Post Wt. F.															3.9477	1.8511
C.	Post NW M.																1.5915
C.	Post NW F.																

Mean Square Within = 193.8

Significant Levels: .25 = 4.27
.10 = 4.70
.05 = 5.04
.01 = 5.53

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

Once the ratings are complete, each pupil has received a score from every one of his classmates, and each has given a score to every one of his classmates. Further, each child assigns himself a "three", which means "I do not know this person very well", but which carries an average value. Teachers, however, do not participate in this ranking.

By examining the composite score a given child receives from his peers, it is possible to evaluate how well he is accepted by them. Similarly, by studying the scores he gives to his classmates, it is possible to ascertain to what degree he accepts them. The basic concepts underlying the instrument, then, are that children who have strong self-concepts tend to relate well with and to grant high social acceptance to others; while those with lower self-images lack confidence in themselves and therefore tend not to interact successfully with others.

The results, as analyzed by the Scheffé Multiple Comparisons Procedure, are presented in terms of "Social Acceptance Received" and "Social Acceptance Given." An examination of treatment and control pre- and posttest data, for Social Acceptance Received reveals the following (see Table 5): 1) There is no significant difference between treatment and control pretest data. For practical purposes, then, the two groups performed equally on this instrument. 2) There is no significant difference between control pre and post data. The control group maintained its function as a control. 3) While the difference between treatment pre and post is not quite significant at the .05 level, it is so at the .075. So, while it does not reach the critical ratio, it closely approaches it, and thus indicates a strong positive tendency. Hence, a judgment to the effect that use of the Affective Education in Human Relations Curriculum results in greater tolerance from and social acceptance by others -- which reinforces a heightened self-concept -- appears justified.

Similarly, a perusal of treatment and control pre and post data for Social Acceptance Given reveals the following (see Table 6): 1) Again, lack of significance between treatment and control pretest data indicates the groups were fairly equal prior to treatment. 2) There is no difference between control pre and post data. 3) Finally, the difference between treatment pre and post scores is significant between the .05 and the .01 levels. Pupils felt more generous in their estimations of one another following exposure to the curriculum; that is, they gave significantly higher marks to their peers, indicating greater tolerance for and acceptance of them. It is also possible to deduce that the treatment group experienced more positive feelings toward others because they had begun to feel better about themselves.

The data just presented represent pre-and posttest results on the Ohio Social Acceptance Scale for the entire sample. These data support several of the hypotheses of the study. Do these effects occur equally between white and nonwhite and between male and female, and within white - nonwhite groups by sex? By looking at group performance on the basis of race, sex, and race and sex, it is possible to make assertions as to the applicability of the treatment to these subgroups; that is, does exposure to the curriculum tend to have a greater effect upon girls than upon boys, upon nonwhites than upon whites, upon white males than upon black females, etc.?

TABLE 5.--Social Acceptance Received: Using Scheffé Multiple Comparisons Procedure* (Summary).

		Treatment Pre	Treatment Post	Control Pre	Control Post
	N	340	406	156	157
	Mean	2.9214	2.8179	2.8929	2.8706
T. Pre			2.5923	.5388	.9657
T. Post				1.4578	1.0302
C. Pre					.4239
C. Post					

Mean Square Within = .30077

Significant Levels: .25 = 2.03
.10 = 2.41
.05 = 2.79
.01 = 3.41

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 6.--Social Acceptance Given: Using Scheffé Multiple Comparisons Procedure* (Summary).

		Treatment Pre	Treatment Post	Control Pre	Control Post
	N	340	382	138	122
	Mean	2.9943	2.8536	2.9137	2.9139
T. Pre			3.3125	1.4255	1.3625
T. Post				1.0682	1.0266
C. Pre					0.0000
C. Post					

Mean Square Within = .316516

Significant Levels: .25 = 2.03
.10 = 2.41
.05 = 2.79
.01 = 3.41

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

An analysis of the data obtained from the Ohio Social Acceptance Scale, but based upon the influence of the variable Sex, demonstrates an interesting phenomenon: the differences between treatment pre-and post-test means for both males and females, as separate categories of individuals on Social Acceptance Received, do not reach significance. In fact, these differences are quite low (see Table 7). For Social Acceptance Given, on the other hand, the difference between treatment pre and post males is significant at the .01 level. The treatment pre and post female difference shows a weak positive tendency (see Table 8).

Comparing the above with the results for the entire sample, it is evident that the introduction of the variable Sex tends to dilute the influence of the treatment. Instead of totally being the result of treatment, variability is now a function both of the treatment and of the sex of the pupils undergoing it. Since the size of the N's decrease, accordingly, the size of the differences required to reach significance increases, making significance much more difficult to achieve. Thus, boys appear to have derived greater benefit from exposure to the curriculum. However, it is also probable that boys had more to improve than girls; that is, if the girls tended to be well regarded by their peers prior to treatment and remained well regarded after treatment, logically the instrument would report no significant difference in mean scores. Boys, though, demonstrated a significant posttest improvement. Originally they were not as accepting of their peers as were girls but caught up with the girls after treatment. A glance at the means reported in Tables 7 and 8 is sufficient to bear this out: On Social Acceptance Received (Table 7), the treatment pre male mean is 2.9080; this reduces (improves) to 2.8004 on the posttest. Females begin with mean of 2.9353 and improve slightly to 2.8371. Observe the proximity of 2.8004 to 2.8371. The two subgroups are about equally well regarded by their peers. But on Social Acceptance Given (Table 8), treatment group boys begins with a mean result of 3.0520, but improves to 2.8605; the girls move from 2.9347 to 2.8461. The boys have shown greater improvement, but have really only matched their female counterparts. It is also worth noting that females, already fairly accepting and tolerant of their classmates, did not regress or decline as a result of their exposure to the treatment curriculum. Thus, such exposure appears not to have a negative effect.

All of the foregoing can be made more graphically clear, perhaps, if illustrated in the form of ratios based upon 100. Using the means last mentioned (female pre and post differences on Social Acceptance Given), the girls are reported to have improved from 2.9347 to 2.8461. It will be remembered that this is an improvement because "3" indicates "unknown to me" and "2", "others of my friends"; i.e., this is a progression from non-friendship to friendship. Thus, if 2.9347 is rounded to 2.94 (for simplicity's sake), it can be said that out of 100 respondents, 94 indicated "3's" and 6 indicated "2's" in the pretest; after treatment, however, 84 indicated "3's" and 16, "2's" -- a considerable improvement in attitude toward peers.

Introduction of the variable Race results in a similar phenomenon: The differences between treatment pre-and posttest means for both whites

TABLE 7.--Social Acceptance Received: Using Scheffé Multiple Comparisons Procedure* (By Sex).

		X Pre Male	X Pre Female	X Post Male	X Post Female	Y Pre Male	Y Pre Female	Y Post Male	Y Post Female
	N	173	167	212	194	75	81	76	81
	Mean	2.9080	2.9353	2.8004	2.8371	2.9760	2.8160	2.8460	2.8938
X Pre Male			.4589	1.9152	1.2364	.8970	1.2463	.8216	.1923
X Pre Female				2.3772	1.6964	.5340	1.6070	1.1769	.5590
X Post Male					.6736	2.3835	.2178	.6220	1.3041
X Post Female						1.8630	.2909	.1199	.7817
Y Pre Male							1.8211	1.4566	.9356
Y Pre Female								.3426	.9031
Y Post Male									.5459
Y Post Female									

Mean Square Within = .300693

Significant Levels: .25 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 8.--Social Acceptance Given: Using Scheffé Multiple Comparisons Procedure* (By Sex).

		X Pre Male	X Pre Female	X Post Male	X Post Female	Y Pre Male	Y Pre Female	Y Post Male	Y Post Female
	N	210	194	212	194	75	81	76	81
	Mean	3.0520	2.9347	2.8605	2.8461	2.9134	2.9141	2.9333	2.8985
X Pre Male			2.8131	4.3265	4.5049	2.3857	2.1020	2.1623	2.6684
X Pre Female				1.4201	1.6593	.2979	.2961	.0196	.5204
X Post Male					.2756	.7494	.7804	1.0354	.5533
X Post Female						.9413	.9776	1.2254	.7533
Y Pre Male							.0083	.2325	.1768
Y Pre Female								.2286	.1888
Y Post Male									.4144
Y Post Female									

Mean Square Within = .27653

Significant Levels: .25 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

and nonwhites as separate categories of individuals on Social Acceptance Received, are not significant. Nonwhites however, appear to have improved more than whites (Table 9). Here, too, an investigation of the means reveals more than does an examination of mean differences: Treatment whites moved from a group mean of 2.8934 before treatment to a mean of 2.8187 afterward; treatment nonwhites demonstrated a greater improvement in reducing their 3.0379 pretest mean to 2.8152 on the posttest. The nonwhites' 2.8152 is very close to the 2.8187 of the whites. Obviously, both groups are now fairly tolerant and more accepting of individual differences. Though nonwhites seem to have derived greater benefit from the program than whites, whites did not regress. Such a finding should reassure those who fear that only negative interactions will result if opportunities are provided to examine racial relations when studying the various aspects of human relations.

An opposite situation manifests itself in the Social Acceptance Given data (see Table 10): While no difference reaches significance, treatment pre and post whites show the greater improvement. They move from 3.0481 (pre) to 2.9165 (post), whereas nonwhites reduce 2.7712 (pre) to 2.6197 (post). Any confusion over the reason for this supposed contradiction is eliminated when it is remembered that Social Acceptance Received indicates how the pupil is regarded by his peers, and Social Acceptance Given, how he regards them. Thus, the fact that in the former ranking nonwhites showed greater improvement results from the whites' improvement on the latter. Nonwhites probably received greater Social Acceptance because whites gave them more.

The final variable introduced is the compound nominal variable, Sex and Race. By thus increasing the number of discrete variables, the influence of any one variable -- including treatment -- upon the outcome is further diminished. Significance in any one category can hardly be expected. A glance at Table 11 and/or Table 12 is sufficient to prove this is so.

Closer examination, however, reveals some interesting tendencies: For one, treatment white females register little improvement from pre- to posttest. As suggested previously, they begin and end equally well. Treatment nonwhite females, however, exhibit a fairly strong positive tendency on Social Acceptance Received. They move from a pretest mean of 3.1064 to a posttest mean of 2.8238. Hence, they appear to be better accepted by the others after all have been exposed to the treatment. Similarly, treatment nonwhite males show a positive tendency toward greater social acceptance from their peers; that is, they move from 2.9771 (pre) to 2.808 (post). Treatment white males demonstrate a moderate positive tendency on Social Acceptance Received (2.8905 to 2.7981), and a strong positive tendency on Social Acceptance Given (3.1246 to 2.9187). Perhaps the treatment helped to modify their prejudices to the extent that they accepted others more, and were, in turn, more acceptable to others. Most important of all, though, is the fact that the posttest means on both Social Acceptance Received and Social Acceptance Given are approximately equal! After treatment, all four groups appear to be equally accepted. Thus, in spite of differences in race and in sex, all pupils seem to be equally well regarded by the others after treatment.

TABLE 9.--Social Acceptance Received: Using Scheffé Multiple Comparisons Procedure* (By Race).

		X Pre Wt.	X Pre NW	X Post Wt.	X Post NW	Y Pre Wt.	Y Pre NW	Y Post Wt.	Y Post NW
	N	274	91	314	92	131	25	131	26
	Mean	2.8934	3.0379	2.8187	2.8152	2.8549	3.0920	2.8236	3.1077
X Pre Wt.			2.2136	1.6749	1.2029	.6718	1.7617	1.2180	1.9354
X Pre NW				3.4125	2.7918	2.4855	.4440	2.9108	.5817
X Post Wt.					.0547	.6451	2.4374	.0873	2.6246
X Post NW						.5409	2.2745	.1144	2.4407
Y Pre Wt.							2.0133	.4695	2.1822
Y Pre NW								2.2791	.1038
Y Post Wt.									2.4524
Y Post NW									

Mean Square Within = .291146

Significant Levels: .25 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 10.--Social Acceptance Given: Using Scheffé Multiple Comparisons Procedure* (By Race).

		X Pre Wt.	X Pre NW	X Post Wt.	X Post NW	Y Pre Wt.	Y Pre NW	Y Post Wt.	Y Post NW
	N	274	66	301	81	116	21	104	18
	Mean	3.0481	2.7712	2.9165	2.6197	2.9413	2.7571	2.9413	2.7556
X Pre Wt.			3.6459	2.6715	6.1150	1.7403	2.3195	1.6736	2.1696
X Pre NW				1.9294	1.6491	1.9912	.1015	1.9508	.1058
X Post Wt.					4.2804	.4096	1.2746	.3935	1.1967
X Post NW						4.0093	1.0127	3.9173	.9413
Y Pre Wt.							1.4018	.0000	1.3230
Y Pre NW								1.3896	.0084
Y Post Wt.									1.3128
Y Post NW									

Mean Square Within = .307

Significant Levels: .25 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 11.--Social Acceptance Received: Using Scheffé Multiple Comparisons Procedure* (By Sex and Race).

	Treatment								Control							
	Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.	Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.
N	138	135	35	31	162	152	50	42	63	68	12	13	63	68	13	13
Mean	2.8905	2.8963	2.9771	3.1064	2.7981	2.8407	2.8080	2.8238	2.9476	2.7691	3.1250	3.0615	2.8159	2.8309	2.9923	3.2231
T. Pre Wt. M.		.0876	.8368	1.9866	1.4589	.7746	.9140	.6322	.6868	1.4985	1.4782	1.0779	.8973	.7356	.6417	2.0966
T. Pre Wt. F.			.7790	1.9293	1.5411	.8598	.9754	.7504	.6149	1.5644	1.3884	1.0403	.9637	.8043	.6045	2.0580
T. Pre NW M.				.9587	1.7562	1.3305	1.4032	1.2249	.2559	1.8285	.8085	.4752	1.3984	1.2852	.0855	1.3851
T. Pre NW F.					2.8611	2.7692	2.3872	2.1826	1.3237	2.8465	.1000	.2485	2.4216	2.3250	.6315	.6458
T. Post Wt. M.						.6899	.1119	.2714	1.8414	.3670	1.9983	1.6710	.2192	.4151	1.2320	2.6963
T. Post Wt. F.							.3668	.1773	1.3048	.8976	1.7339	1.3974	.3027	.1228	.9594	2.4201
T. Post NW M.								.1380	1.3479	.3818	1.8034	1.4891	.0762	.2248	1.0826	2.4384
T. Post NW F.									1.1366	.5097	1.6828	1.3696	.0725	.0661	.9709	2.3008
C. Pre Wt. M.										1.8669	1.0300	.6837	1.3517	1.2205	.2683	1.6539
C. Pre Wt. F.											2.0787	1.7665	.4894	.6590	1.3485	2.7429
C. Pre NW M.												.2900	1.7947	1.7177	.6062	.4481
C. Pre NW F.													1.4744	1.3932	.3226	.7534
C. Post Wt. M.														.1568	1.0590	2.4446
C. Post Wt. F.															.9751	2.3695
C. Post NW M.																1.0761
C. Post NW F.																

Mean Square Within = 143.8

Significant Levels: .25 = 4.27
.10 = 4.70
.05 = 5.04
.01 = 5.53

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 12.--Social Acceptance Given: Using Scheffé Multiple Comparisons Procedure* (By Sex and Race).

	Treatment								Control							
	Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.	Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.
N	138	135	35	31	155	146	43	38	55	61	11	11	45	59	9	9
Mean	3.1256	2.9759	2.7656	2.7774	2.9187	2.9143	2.6512	2.5842	2.9600	2.9147	2.4091	2.8545	2.9822	2.9102	2.6880	2.8222
T. Pre Wt. M.		2.1981	3.3843	3.1174	3.1399	3.1614	4.8374	5.2643	1.8421	2.4364	4.0756	1.5385	1.4804	2.4598	2.2648	1.5686
T. Pre Wt. F.			1.7739	1.7751	.8611	.9147	3.3052	3.8028	.1729	.7148	3.2237	.6886	.0694	.7467	1.4303	.7947
T. Pre NW M.				.0846	1.4590	1.4091	.8976	1.3826	1.6036	1.2540	1.8410	.4584	1.7143	1.2087	.3713	.2698
T. Pre NW F.					1.2817	1.2354	.9559	1.4246	1.4509	1.1109	1.8728	.3921	1.5659	.7192	.2423	.1214
T. Post Wt. M.						.0680	2.7698	3.2979	.4696	.0472	2.9146	.3671	.6646	.0991	1.2007	.5022
T. Post Wt. F.							2.7062	3.2349	.5155	.0046	2.8835	.3413	.7107	.0474	1.1758	.4785
T. Post NW M.								.1645	2.7073	2.3616	1.2787	1.0737	2.7700	2.3051	.1791	.8325
T. Post NW F.									3.1794	2.8540	.9126	1.4089	3.2240	2.7971	.4997	1.1457
C. Pre Wt. M.										.4347	2.9766	.5700	.1973	.4742	1.3499	.6839
C. Pre Wt. F.											2.7545	.3280	.6130	.0440	1.1330	.4633
C. Pre NW M.												1.8641	3.0407	2.7230	1.1073	1.6401
C. Pre NW F.													.6775	.3027	.6610	.1282
C. Post Wt. M.														.6492	1.4378	.7819
C. Post Wt. F.															1.1081	.4388
C. Post NW M.																.5080
C. Post NW F.																

Mean Square Within = .314

Significant Levels: .25 = 4.27
.10 = 4.70
.05 = 5.04
.01 = 5.53

*NOTE: Numbers in body of table are ratios of contrasts to standard errors.

If the Affective Education in Human Relations Curriculum plays a role in creating such tolerant and amicable relations -- and it appears as if it does -- it is certainly a valuable program. Further, if it can help to improve the self-concepts of children with low self-esteem without jeopardizing those of children with high self-esteem, that would appear to be sufficient justification for implementing it in every 3-5 grade classroom.

Coopersmith Self-Esteem Inventory

The Self-Esteem Inventory (SEI) consists of 58 statements or items, to which the child checks "Like Me" or "Unlike Me." These responses, as explained in the test directions, indicate that the item does or does not describe how the respondent usually feels. Thus, the SEI attempts to gauge how the child feels about himself as a person; that is, to measure his level of self-esteem.

In the current study, however, the original SEI (Form A) has been replaced by a 1972 P. K. Yonge Laboratory School revision (see Appendix III). This subscale (B) reduces the number of items to 25. By eliminating items considered redundant, but retaining the ratio of types of items to each other, the lengthy original scale was pared down to a shortened but similar version. The correlation between the two Forms A and B is .86.

The score is reported as a single number within the range 0-25. The correct responses are tallied, then multiplied by 4. Coopersmith's norms for preadolescents (9-15) are 70.1 for females and 72.2 for males. Thus, the mean or average for self-esteem falls in the interquartile range, with the upper quarter indicating high self-esteem and the lower quarter, low self-esteem.

Using the Scheffé Multiple Comparisons Procedure no significant differences occurred in any of the comparisons examined (see Tables 13, 14, 15, 16). Ordinarily such a finding might be interpreted to mean no change took place as a result of the treatment. However, because significant differences did appear in the results from the other instruments, it would seem more likely that Form B of Coopersmith's Self-Esteem Inventory is not sensitive enough for the purposes of this study. Perhaps the type of change measured by this instrument requires the passage of more time. Teachers of children in the treatment group used the Affective Education in Human Relations curriculum for periods ranging from three to six months. So, while these few months may have proven sufficient to convince a child that his peers liked him after all and that he was probably "OK" -- one kind of change in Self-Concept -- the treatment might not have continued long enough to register a changed attitude on such items as "My parents don't understand me," or "It's pretty tough to be me." Given more time, the curriculum may help to alter such negative fundamental self-perceptions in a positive direction.

TABLE 13.--Self-Esteem: Using Scheffé Multiple Comparisons Procedure* (Summary).

		Treatment Pre	Treatment Post	Control Pre	Control Post
	N	340	382	138	122
	Mean	14.9083	14.9293	15.2246	15.2213
T. Pre			.0565	.6400	.6069
T. Post				.6005	.5688
C. Pre					.0054
C. Post					

Mean Square Within = 24.177362

Significant Levels: .25 = 2.03
.10 = 2.41
.05 = 2.79
.01 = 3.41

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 14.--Self-Esteem: Using Scheffé Multiple Comparisons Procedure* (By Sex).

		X Pre Male	X Pre Female	X Post Male	X Post Female	Y Pre Male	Y Pre Female	Y Post Male	Y Post Female
	N	210	196	194	162	75	81	76	81
	Mean	15.1792	14.6287	15.1566	14.6848	15.3433	15.1127	15.7407	14.8088
X Pre Male			1.1751	.0482	1.0050	.2593	.1081	.8916	.6020
X Pre Female				1.1051	.1120	1.1172	.7778	1.7548	.2894
X Post Male					.9422	.2918	.0705	.9176	.3982
X Post Female						1.0023	.6685	1.6143	.1937
Y Pre Male							.3059	.5190	.7091
Y Pre Female								.8359	.4045
Y Post Male									1.2405
Y Post Female									

Mean Square Within = 22.1326

Significant Levels: .25 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 15.--Self-Esteem: Using Scheffé Multiple Comparisons Procedure* (By Race).

		X Pre Wt.	X Pre NW	X Post Wt.	X Post NW	Y Pre Wt.	Y Pre NW	Y Post Wt.	Y Post NW
	N	274	66	301	81	116	21	104	18
	Mean	15.2336	13.5606	15.0831	14.3580	15.6207	13.3810	15.5865	13.1111
X Pre Wt.			2.4974	.3689	1.4173	.7153	1.6746	.6271	1.7854
X Pre NW				2.3379	.9843	2.7348	.1467	2.6349	.3459
X Post Wt.					1.1859	1.0069	1.5435	.9037	1.6634
X Post NW						1.7851	.8166	1.6970	.9795
Y Pre Wt.							1.9330	.0518	2.0276
Y Pre NW								1.8869	.1719
Y Post Wt.									1.9847
Y Post NW									

Mean Square Within = 23.8721

Significant Levels: .25 = 3.00
.10 = 3.40
.05 = 3.75
.01 = 4.21

Treatment = X
Control = Y

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

TABLE 16.--Self-Esteem: Using Scheffé Multiple Comparisons Procedure* (By Sex and Race).

	Treatment								Control							
	Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.	Pre Wt. M.	Pre Wt. F.	Pre NW M.	Pre NW F.	Post Wt. M.	Post Wt. F.	Post NW M.	Post NW F.
N	138	135	35	31	155	146	43	38	55	61	11	11	45	59	9	9
Mean	15.4710	14.9407	14.0286	13.0323	15.2452	14.9110	14.8372	13.8158	15.7818	15.6066	12.5455	13.0000	16.4000	14.9661	12.4444	13.7778
T. Pre Wt. M.		.8922	1.5522	2.4989	.3929	.9606	.7391	1.8401	.3969	.1796	1.9017	1.6063	1.1021	.6611	1.7917	1.0023
T. Pre Wt. F.			.9793	1.9515	.5268	.0506	.1204	1.2475	1.0708	.8791	1.5557	1.2605	1.7266	.0144	1.1814	.5503
T. Pre NW M.				.8227	1.3239	.9549	.7234	.1849	1.6513	1.5156	.8738	.6060	2.1429	.8949	.8633	.1366
T. Pre NW F.					2.2906	1.9348	1.5601	.6593	2.4933	2.3769	.2825	.0187	2.9384	1.7754	.3162	.4010
T. Post Wt. M.						.5902	.4821	1.6082	.6963	.4870	1.7621	1.4654	1.3890	.3716	1.6636	.8716
T. Post Wt. F.							.0866	1.2248	1.1209	.9292	1.5408	1.2448	1.7785	.0727	1.4626	.6719
T. Post NW M.								.9343	.9451	.7869	1.3813	1.1073	1.4925	.1309	1.3294	.5886
T. Post NW F.									1.8981	1.7648	.7556	.4852	2.3889	1.1263	.7534	.0208
C. Pre Wt. M.										.1919	1.9955	1.7152	.6264	.8863	1.8903	1.1350
C. Pre Wt. F.											1.9032	1.6206	.8223	.7144	1.8036	1.0430
C. Pre NW M.												.2171	2.3339	1.5010	.0458	.5584
C. Pre NW F.													2.0587	1.2192	.2517	.3524
C. Post Wt. M.														1.4755	2.2062	1.4625
C. Post Wt. F.															1.4351	.6763
C. Post NW M.																.5760
C. Post NW F.																

Mean Square Within = 24.11

Significant Levels: .25 = 4.27
.10 = 4.70
.05 = 5.04
.01 = 5.53

*NOTE: Numbers in body of table are ratios of contrasts to their standard errors.

On the other hand, the instrument's lack of sensitivity may be the result of reducing the number of items from 58 to 25. Form B correlates well with Form A (.86). Form B, then, appears to measure the same thing as Form A. The treatment, however, did not appear to affect whatever Form B measures.

Presentation of Teacher Data

As stated previously, one of the objectives of the present study was to provide teachers with a broader repertoire of teaching styles. Thus the activities included in the curriculum were structured in such a way as to offer the use of many different modes of classroom presentation. A self-report survey administered to the fourteen teachers who utilized the curriculum indicates their increased use of several teaching styles (Appendix IV). Specifically, 72% reported they used "physical activity" and "reaction sheets" more in conjunction with the program activities than in their other curriculum activities. Fifty percent (50%) claim to have incorporated the "game approach" and "awareness of communications" exercises more often than they would have normally; 43% attested to their increased use of "including feelings, attitudes and values in the curriculum activity"; while a third of the respondents indicated more frequent use of "free choice responses," "use in communications of visual vs. oral or written modes," and the "display of student work in the classroom." These responses, then, demonstrate rather positively that the curriculum, Affective Education in Human Relations, has served to broaden the working inventory of teaching styles applied in the classroom. Moreover, the range of learning styles available to pupils has correspondingly widened.

Further inspection of the self-report data appears to reveal some transfer of these methods to other curriculum areas. Approximately one third of the respondents reported having initiated greater physical activity, more frequent discussion of feelings, attitudes, and values, greater dependence upon visual communications skills, and more frequent display of student work around the classroom in their other subject areas also. Where they did not admit more use, however, the vast majority indicated they had <u>already</u> incorporated the other techniques listed into their personal teaching styles. Hence, the data suggest the following: 1) Prior to their use of the curriculum, most teachers already were applying some six or seven of the teaching methods emphasized in this program. 2) After using the curriculum activities, most teachers gained familiarity with, and utilized more frequently, several other styles. 3) Finally, some 30% incorporated the techniques with which they had only recently become comfortable into the other curriculum areas they taught.

As a gauge of possible attendant changes in student learning styles, teachers were asked to respond to a series of questions regarding pupil behavior. Fifty-three percent (53%) of the respondents felt they had witnessed a greater variety of learning styles in their students as a result of the program activities. The remaining 47% believed their students stayed the same. The vast majority (80%), however, admitted their class showed more interest in the program activities as opposed to those of other curriculum

areas; and many (47%) believed their students experienced a greater degree of success with these activities. It is fairly obvious, then, that the variety of student learning styles actually did increase.

Classroom behavior problems such as "frequency of negative confusion" and "frequency of negative inactivity" appeared either to occur at the same rate as in other curriculum activities, or, often (as reported by almost half of the respondents) to decrease. These observations seem to indicate that while the program does not necessarily eliminate behavior problems, it does tend to lead to improved student deportment. Further, while such activities as increased physical movement and more frequent student communication require that teachers relinquish some of their traditional authority, many appeared not to view this as a threat or a fault. Indeed, 60% reported that "negative student interaction" took place no more frequently than usual, despite the loosened controls; 33% indicated a decrease in this kind of disruptive behavior; and only 7% perceived greater freedom as leading to undisciplined student interaction. The fact that many teachers saw their students improve in attitude -- as well as experience more frequent successes -- was enough to convince them of the value in catering to a wider variety of student learning styles. By loosening their usual degree of control, these teachers created a less teacher-dominated and a more child-centered classroom.

When asked to estimate "the degree of class control I had to exert during the activities," 33% of the teachers checked "greater," 33%, "same," and 33%, "less." At first, these results seem contradictory, particularly in light of the teachers' affirmation of improved pupil behavior. However, the confusion is justified in that the question is unclear as to the point of reference regarding "class control." For the teacher whose class experiences a large volume of verbal interchange and physical activity, the "new" teaching and learning styles introduced by the curriculum might only prove a variation on an already established classroom theme. This teacher sees the talk and movement as purposeful and thus allows it to continue. As a result, the amount of teacher control necessitated by these activities would remain the same, or even lessen. Those teachers, though, whose classes are more traditionally structured, and who exert much more overt control, might find the activities startling. Furthermore, they may interpret a higher volume and greater physical involvement as essentially disruptive and undisciplined. Thus, they would certainly feel justified in asserting greater teacher control during these activities than they find necessary during others.

Though not intrinsically related to broadening teacher and/or student learning styles, two additional questions were asked of the respondents. The first attempted to ascertain whether or not use of the curriculum had instigated any significant increase in interaction between classroom teachers and other "special" teachers or staff within the school. Apparently no changes took place except in the case of teacher-counselor relations. Forty percent (40%) of those questioned reported they experienced greater involvement with their school counselor as a result of the program. This would certainly seem reasonable given the counselor's role as facilitator and "expert-in-residence" regarding the affective area of the curriculum. The second question aimed at gauging teacher evaluation

of the preparation time required for the activities. A majority (80%) replied the program demanded the same amount of attention as any new activities in their regular curriculum would require. Only 7% thought the time involved greater, and 13% felt it less. Obviously then, the amount of preparation time required for these activities is seen as neither undue burden nor a handicap.

HOW CAN OTHER SCHOOLS INCORPORATE THIS PROGRAM?

The Staff

Teachers who are open to change and innovation in education, who can not only tolerate but can encourage a variety of activities in order to facilitate learning, will find the program activities compatible with their teaching approach. Program activities tend to promote cooperative efforts between the classroom teacher and other resource persons in the school, such as music, physical education, art teachers, and the counselor. These members of the school staff normally welcome an opportunity to relate their curriculum to activities being carried out in the classroom.

The Students

Program activities are designed for intermediate elementary and younger middle school students. Most activities do not require a high degree of verbal skill, particularly those of writing. Art work, puppetry and similar modes of communication afford the less verbal student opportunities to relate successfully with other students and the teachers.

The Place

Activities are designed largely to be carried out in a regular classroom. The capability to provide for flexible arrangement of furniture for more informal activity will facilitate a variety of teaching and learning styles. Musical and physical education types of activities could be carried on in the same manner as other activities of this nature, particularly if conducted by the teachers in those areas.

The Program

Cutting, pasting, puppetry, plays, and similar activities are not compatible with classroom conditions which place a premium on neatness and quietness, and on student behavior which responds only to direct teacher control. An atmosphere of openness, acceptance, and interaction in which student feelings, opinions, attitudes, and choices are valued will be conducive to positive human relations development. The counselor may serve as a valuable consultant to the teacher in creating these conditions in a group setting.

Students may also require some transition from a more structured, teacher-directed curriculum process to a student-centered process which values student interaction and input without a focus on "right or wrong" answers. This Program provides an approach for presenting curriculum to students on a personal level -- personal, not individualized. Rather than striving for all students eventually to reach the same goal as in

individualized instruction, the goal here is to provide opportunities for a student to take a fact, concept, or situation, arrive at his personal assessment, and possibly his own decision, relative to that fact, concept, or situation. It may be quite different from many or any others in his group and still be acceptable.

This is not permissiveness. Teachers have a right and a responsibility to insist on, and to influence students in, the use of behaviors acceptable to society. A student should learn to give others in the class a right to be heard and not have their learning disrupted. He should be expected to clean up his own things and not expect others to clean up for him. Teachers have a right and a responsibility to teach that evidence, reason, judgment, and compassion should be applied between an impulse and acting on that perception. Critical thinking, respect for evidence, and consideration of consequences for self and others are to be valued over uncritical thinking, ignoring information, and lack of consideration for consequences of one's behavior.

A variety of values are exemplified all around a child. Parents, older friends, and other significant persons in a child's life portray these daily. The problem is -- which or what combination of values are the ones the child will incorporate assuming he is at all able to derive a somewhat clear set of values? Responsible adults, particularly in an educational setting, can and should teach about values, feelings, and attitudes in a thoughtful, considered, and organized manner. The focus is on the raising and clarification of values and on decision making based on thought, as opposed to teaching or attempting to inculcate a particular set of values. A person's values determine how he relates, what he supports, what he promotes, and the choices he makes. This is a process, not an instantaneous happening, and must apply to children as they learn about themselves, others, and their world.

APPENDIX I

FLORIDA KEY
(Inferred School Self-Concept)

Dr. William W. Purkey
Dr. Bob N. Cage
Mr. William Graves

Teacher Form

This scale is to assist you, the teacher, in evaluating how the student perceives his or her "learner" self. Please select one of the following answers and record the number in the blank space.

NEVER: 0	VERY SELDOM: 1	ONCE IN AWHILE: 2	OCCASIONALLY: 3	FAIRLY OFTEN: 4	VERY OFTEN: 5

_____
Name of Student to be Evaluated

Compared with other students his age, does this student:

1.	get along with other students?	____	
2.	get along with the teacher?	____	
3.	keep calm when things go wrong?	____	
4.	say good things about his school?	____	
5.	tell the truth about his school work?	____	
	Relating		____
6.	speak up for his own ideas?	____	
7.	offer to speak in front of the class?	____	
8.	offer to answer questions in class?	____	
9.	ask meaningful questions in class?	____	
10.	look people in the eye?	____	
11.	join in school activities?	____	
12.	talk to others about his school work?	____	
	Asserting		____
13.	seek out new things to do in school on his own?	____	
14.	offer to do extra work in school?	____	
	Investing		____
15.	finish his school work?	____	
16.	pay attention to class activities?	____	
17.	do his school work carefully?	____	
18.	read in class?	____	
	Coping		____
	TOTAL		_____

TEACHER: _____
STUDENT'S: SEX_____AGE_____

APPENDIX II

OHIO SOCIAL ACCEPTANCE SCALE

DIRECTIONS: On a separate sheet you will find the name of every student in your class. Place the number of one of the following paragraphs that describes how you feel about each person.

1. "MY VERY, VERY BEST FRIEND." I would like to have this person as one of my very, very best friends. I would like to spend a lot of time with this person. I would tell some of my troubles and some of my secrets to this person, and would do everything I could to help this person out of trouble.

2. "MY OTHER FRIENDS." I would enjoy working and being with this person. I would invite this person to a party, and would enjoy going on picnics with this person and our friends. I would like to work with this person and I would like to be with this person often. I want this person to be one of my friends.

3. "I DO NOT KNOW THIS PERSON VERY WELL." I would be willing to be on a committee or in a club with this person. This person is not one of my friends, but I think this person is all right.

4. "DON'T CARE FOR THEM." I say "hello" whenever I meet this person around school or on the street, but I do not enjoy being with this person. I might spend some time with this person if I didn't have anything else to do, but I would rather be with somebody else. I don't care for this person very much.

5. "DISLIKE THEM." I speak to this person only when it is necessary. I do not like to work with this person and would rather not talk to this person.

APPENDIX III

SELF-ESTEEM INVENTORY (SEI)
Stanley Coopersmith
University of California, Davis
(Rev. P. K. Yonge 1972)

Name_____ School_____

Teacher_____ Date_____

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check ( ) in the column "LIKE ME."
If the statement does not describe how you usually feel, put a check ( ) in the column "UNLIKE ME."
There are no right or wrong answers.

	LIKE ME	UNLIKE ME
Example: I'm a hard worker.		
1. I often wish I were someone else.		
2. I find it very hard to talk in front of the class.		
3. There are lots of things about myself I'd change if I could.		
4. I can make up my mind without too much trouble.		
5. People think it is fun to be with me.		
6. I get upset easily at home.		
7. It takes me a long time to get used to anything new.		
8. Kids my own age like me.		
9. My parents usually consider my feelings.		
10. I give in very easily.		
11. My parents expect too much of me.		
12. It's pretty tough to be me.		
13. I have lots of worries.		
14. Kids usually follow my ideas.		
15. I don't think I'm very good.		
16. There are many times I'm very unhappy at home.		
17. I often feel upset at school.		
18. I'm not as nice looking as most people.		
19. If I have something to say, I usually say it.		
20. My parents understand me.		
21. People like others better than they like me.		
22. My parents usually try to make me do things.		
23. I often get discouraged in school.		
24. Things usually don't bother me.		
25. People can't depend on me.		

APPENDIX IV

PROGRAM APPRAISAL SURVEY

School_____ Class or Age Level(s)_____

Teacher's Name_____

Approximate dates:

Program started _____
Pretest _____
Posttest _____

Please note any unusual circumstances which might affect the research. Examples: excessive absence of one or more children; adding or dropping one or more students; any significant racial incidence in the class, school, or community, etc.

_____

_____

_____

_____

_____

_____

_____

Please specify any particular difficulty encountered by you and/or the students in the administration of the data-gathering instruments.

_____

_____

_____

_____

_____

_____

_____

Please indicate activities you used or adapted.

UNIT I: WAYS PEOPLE ARE ALIKE AND DIFFERENT

_____ Orientation Activity
_____ People Are Alike and Different
_____ Who I Am (art activity)
_____ Families Are Different and Alike
_____ Different Families
_____ Different Families From Many Countries
_____ Games and Dances From Many Cultures
_____ Our Families
_____ Our Families' Montage (art activity)
_____ Ways People Are Alike and Different
_____ Talent Time

OTHER:

_____

_____

_____

_____

_____

_____

_____

_____

UNIT II: WAYS PEOPLE HELP EACH OTHER

_____ Ways People Help Each Other -- Killer Statements
_____ Ways People Help Each Other Mural (art activity)
_____ Ways People Help Each Other (Brainstorming on Friendship)
_____ Ways People Help Each Other (song)
_____ Helping Others and Others Helping You
_____ Ways People Help Each Other (P.E. activity -- arena dodge ball)
_____ Ways People Help Each Other (movie -- "Getting Angry")
_____ Ways People Help Each Other (Feelings Relays)
_____ Values Mural

OTHER:

_____

_____

_____

_____

_____

UNIT III: LEGENDS AND MYTHS

_____ Ways People Explain Their World
_____ I Challenge
_____ Legends -- Further Development
_____ Legends -- Plays
_____ Legends -- Plays (art activity)
_____ Stereotypes
_____ Discrimination Time
_____ Discrimination Puppet Plays

OTHER:

_____

_____

_____

_____

_____

_____

_____

Counselor Activities

_____ Cooperation Squares
_____ "What Happens Between People" (filmstrip)
_____ "What Do You Expect of Others?" (filmstrip)
_____ Unfinished Stories
_____ Trust Walk
_____ Circle Keep-out
_____ Give-away
_____ Tales: "The Old Wise Owl" and "The Fairy Ring"
_____ Insider-Outsider
_____ First Things: "You Got Mad, Aren't You Glad?"
_____ Advertisements

OTHER:

_____

_____

_____

_____

_____

_____

	I used the following "Teacher Styles" in these program activities compared with other curriculum activities			As a result of the program I used these "Teaching Styles" in other curriculum areas		
	more ☐	same ☐	less ☐	more ☐	same ☐	less ☐
Physical Activity.....	☐	☐	☐	☐	☐	☐
Free Choice Response.....	☐	☐	☐	☐	☐	☐
Reaction Sheets.....	☐	☐	☐	☐	☐	☐
Including Feelings Attitudes and Values in the Curriculum Activity.....	☐	☐	☐	☐	☐	☐
Game Approach.....	☐	☐	☐	☐	☐	☐
Awareness of Communications.....	☐	☐	☐	☐	☐	☐
Use in Communications of Visual vs. Oral or Written.....	☐	☐	☐	☐	☐	☐
Pictures vs. Written or Printed.....	☐	☐	☐	☐	☐	☐
Display Student Work in the Classroom.....	☐	☐	☐	☐	☐	☐
Plays, Skits, Charades, Role Playing, etc.....	☐	☐	☐	☐	☐	☐

As a result of the program activities:

The variety of "learning styles" used by students, compared to those used in other curriculum activities, was
Greater ☐ ..... Same ☐ ..... Less ☐

The degree of student interest shown in these activities, compared to other curriculum classroom activities, was
Greater ☐ ..... Same ☐ ..... Less ☐

I found the degree of class control I had to exert during the activities was
Greater ☐ ..... Same ☐ ..... Less ☐

The use of the library or media center and materials by students was
Greater ☐ ..... Same ☐ ..... Less ☐

Student feelings of success, compared to other classroom curriculum activities, appeared to be
Greater ☐ ..... Same ☐ ..... Less ☐

Negative student interaction appeared to occur
Greater ☐ ..... Same ☐ ..... Less ☐

Frequency of negative confusion in the classroom appeared to be
Greater ☐ ..... Same ☐ ..... Less ☐

Frequency of negative inactivity in the classroom appeared to be
Greater ☐ ..... Same ☐ ..... Less ☐

My own involvement with the following appeared to be

Music Teacher	Greater ☐	Same ☐	Less ☐
P. E. Teacher	Greater ☐	Same ☐	Less ☐
Counselor	Greater ☐	Same ☐	Less ☐
Media Specialist or Librarian	Greater ☐	Same ☐	Less ☐
Art Teacher	Greater ☐	Same ☐	Less ☐

The amount of my own preparation time for these activities, compared to other <u>new activities</u> in my curriculum was

Greater ☐ ..... Same ☐ ..... less ☐

Important comments from parents or others in the school:

Teachers Activities Section

Qualify each statement as it refers to the frequency with which this particular teacher activity occurs in your professional life by writing the appropriate number from the answer key in the blank provided at the left. This is designed to collect data concerning specific Teacher Activities.

ANSWER KEY

SELDOM OR NEVER 1	OCCASIONALLY 2	FREQUENTLY 3	ALWAYS OR ALMOST ALWAYS 4

_____ 1. I make differential assignments based on the special needs and interests of my pupils.

_____ 2. I organize my classes in such a way that individuals and groups with different abilities can move ahead more rapidly or go more slowly than others.

_____ 3. I work with pupils in defining our goals.

_____ 4. The pupils and I plan together for the learning experiences that will be provided in my classes.

_____ 5. I provide opportunities for pupils to organize groups in which project work is decided upon by the members of the group.

_____ 6. I assist groups and individuals to formulate ways of appraising their progress.

_____ 7. I provide opportunities for each pupil to appraise his own progress.

_____ 8. I provide opportunities for groups to appraise their progress.

_____ 9. I provide opportunities for pupils to develop skill in choice making.

_____ 10. I regard classroom conduct as a responsibility of and result of cooperative effort between teacher and pupils.

_____ 11. I make use of pupil work which is displayed to make the physical surroundings of the classroom more attractive.

_____ 12. I encourage pupils to experiment with new ideas.

_____ 13. I provide a wide variety of learning materials.

_____ 14. I help pupils to clarify their present values.

_____ 15. I help pupils to understand and accept their own limitations.

____ 16. I provide opportunities for pupils to work independently on projects of their own choice.

____ 17. I file samples of pupils' work as evidence of pupil progress.

____ 18. I provide opportunities for pupils to explore the community.

____ 19. I encourage pupils to assume responsibility for protecting the health of others.

____ 20. I use audio-visual instructional materials to implement my teaching procedures.

____ 21. I provide learning experiences that stimulate in the pupils a desire to investigate their relationships with others.

____ 22. I make use of music and art as avenues for pupil expressions.

____ 23. I help the pupils to gain an increased appreciation of their cultural heritage through an exploration of literature.

____ 24. I use preplanning and postplanning sessions to appraise my teaching procedures.

____ 25. I experiment with new teaching styles.

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